



Pembroke Center Associates

NEWSLETTER

BROWN UNIVERSITY
VOL. 3, NO. 1 SPRING '86

Christine Dunlap Farnham Archives—The Project is Underway

Dorcey Baker '78

The first stage in establishing living and permanent archives of the women of Pembroke College and Brown University is complete. Thanks to the leadership of honorary fundraising chairwoman Peg Cheetham '23, cochairs Judith Corey Charles '46 and Phyllis Baldwin Young '45, and many generous donors, sufficient funds have been raised to hire a full-time archivist for about a two-year period beginning this spring. A search is now in progress for a lively and exciting individual to organize and promote the archives so that they may become a magnet collection for scholars of women's history and for future students and faculty of Brown.

Historian Polly Kaufman '51, who has chaired the Archives Committee of the Pembroke Associates Council for the past two years, spoke enthusiastically at a recent Council meeting of the significance of this project in strengthening the basis at Brown for research and writing on the history of women. She commented, "As a historian, I know how difficult it is going to be to write the history of women in the twentieth century because so many of the documents upon which historians rely—diaries, letters, and the like—are no longer being created." The archives project is an opportunity to preserve those documents which can be located, as well as to capture information (in the form of oral history tapes) that would otherwise be unavailable. Through the Pembroke Center and the organization

of the Associates, the archives will be accessible to people who can do the oral histories and to alumnae whose lives can be recorded.

The archives will honor the memory of Christine Dunlap Farnham '48, first chair of the Pembroke Associates Council and a lifelong supporter of Pembroke and then Brown. Christine was a driving force behind the Council's work on establishing the archives because of her belief in the importance of the lives and contributions of the women of Pembroke College and Brown University. Funding now in place will support the archivist and related expenses for about two years; efforts to secure additional funds to lengthen the project will be continuing. This project is designed to:

1. Assess and index material about Pembroke College and the Women's College already present in the Brown University Archives.
2. Identify material about women students in other classifications in the Brown Archives
3. Acquire material relating to the Women's College and Pembroke through alumnae, alumni, former administrative personnel, and all possible sources.
4. Acquire oral history interview tapes documenting the experiences of alumnae at Pembroke College and Brown University and the effect of these experiences on their lives; supervise students involved in conducting of oral history interviews.
5. Acquire papers from present women's organizations in Rhode Island which may cast light upon the history of women and women's accomplishments in the State and on the impact of Pembroke College women on that history.
6. Identify material relating to women in the library's Manuscript Division and process it for accessibility.

7. Guide and assist those who wish to use the archives; produce bibliographies, finding aids, and other written materials to help in the use of the archives; produce and disseminate research papers based on the contents of the archives.
8. Publish a *Research Guide to the Christine Dunlap Farnham Archives*. This handsomely produced volume will contain a brief history of Pembroke College and will index all of the Brown University collections relating to the history of women at the University. The guide will be dedicated to the memory and work of Christine Dunlap Farnham and will contain the names of all those whose gifts made the project possible. It will be updated as required.

Interested alumnae and alumni are encouraged to become a part of this project by donating (or helping to locate) papers and documents, by donating funds, volunteering to give oral histories, or assisting with the fundraising effort. Just call Barbara Anton at 401 863-3650 or write her at Box 1958, Brown University, Providence, RI 02912.

Cultural Constructions of Gender

The Pembroke Center is very pleased to announce that the National Endowment for the Humanities and the Ford Foundation have renewed funding to the Center for another three years of research on *Cultural Constructions of Gender*. The second phase of the project will continue to study gender in a cross-cultural perspective and each year at least two of the four research fellows will be minority or Third World scholars. As in the past, there will be weekly research seminars and Visiting Scholars. Each year there will also be two intensive workshops bringing together scholars

(*Cultural Constructions, continued*)

from a variety of disciplines to explore topics critical to a better understanding of culture and society.

In 1986-87 research will focus on *Gender in Popular Culture and Popular Religion*. During the year there will be workshops on "Gender and Narrative in Popular Culture," and on "Gender and Religious Fundamentalism." The topic for 1987-88 will be *Gender, Ethnicity, and Race*, with workshops on "Misogyny and Anti-Semitism" and "Black Culture in the U.S. and Brazil." In 1988-89 the topic will be *Uses of Gender in Theories of Development and Theories of the State* and workshops will focus on "The Family in State Theory" and "Gender in Development Policies."

Roundtable Conference on Women and International Development, January 1986

In January the Pembroke Center held a Roundtable working conference on the role of women and gender in the field of international development. Funded by the Rockefeller Foundation, the Roundtable was designed to explore fresh ways of incorporating gender into development theory and policy making. The twenty scholars from throughout the U.S. and from Brown who participated in the Roundtable were women and men working in the areas of development theory, women and development, and cultural studies. Discussion focussed particularly on Latin America, South Asia, and Africa. Scholars invited to prepare working papers for the Roundtable were: Hanna Pananek from the Center for Asian Studies at Boston University; Kay Warren, Women's Studies at Princeton; Susan Bourque, Political Science, Smith College; Lourdes Beneria, Economics, Rutgers University; and Joan Scott, from the Pembroke Center and the Institute for Advanced Study. The innovative Roundtable proved to be stimulating and productive and will serve as a model for other interdisciplinary working conferences in the future.

Affiliated Scholars For 1985-86

There are five Affiliated Scholars spending the 1985-86 academic year at the Pembroke Center: Elizabeth G. Grossman, Assistant Professor of Art and Architectural History at Rhode Island School of Design; Barbara Caruso, Associate Professor of English and Coordinator of Women's Studies at Earlham College in Richmond, Indiana; Ingeborg Floystad, a historian who teaches in Bergen, Norway; Bernice Lott, Professor of Psychology and Women's Studies at the University of Rhode Island; Deborah Van Broekhoven, a historian who taught at Barrington College. Three of the Affiliated Scholars work at the Pembroke Center on a regular basis. Their projects are described below.

Ingeborg Floystad has long been interested in the effects of industrialization on workers; her doctoral dissertation involved an in-depth study of the lives of workers and their families in an iron-mill town in Norway during the eighteenth century. For the past six years, Dr. Floystad has been working in women's history, concentrating her research on women workers in agriculture and in the textile industry over the last one hundred years. The rural women she studies are a group she feels has been neglected by researchers.

With a grant from the Norwegian Research Council for the Humanities, Dr. Floystad is spending her year at Brown studying Norwegian immigrant women who settled in Minnesota, Wisconsin, and North Dakota at the turn of the century. She notes that relative to population Norway ranked second after Ireland in the number of immigrants to the United States during this period. Dr. Floystad will be looking at the differences in the lives of the women who stayed in Norway as farm wives and those who came to America. She has observed that whereas in Norway the women participated in all aspects of farm work - milking, caring for the animals, using heavy equipment - their counterparts in this country spent more time as housewives. One reason was the bigger farms and more advanced equipment here. In Norway, a farmer who also had to fish or work in the forest to make a living would have to leave many farm tasks to his wife. Dr. Floystad also believes that another reason for the difference is that women in America were more socialized into domesticity. Also, after two or three decades in this country, the Norwegian farmers and their families were better off materially than those who had stayed in Norway; it was not as necessary for the American women to take part in farm work as it was in Norway.

Although she is living here in the east, Dr. Floystad will also travel to the states in the upper midwest where the immigrants settled. She has already spent some time this fall at St. Olaf's College in Northfield, Minnesota, where the Norwegian Historical Association's archives are located. One major question she hopes to answer is how the lives of women from the same ethnic group can be affected by different cultures and environments.

Bernice Lott, is spending her sabbatical year as an affiliate of the Pembroke Center. During the first few months of her leave she was able to complete work on the second edition of her book, *Becoming a Woman: The Socialization of Gender*. For the rest of the year she is focussing on a social-psychological analysis of sexism, with particular emphasis on discrimination in face-to-face interactions. She suggests that discrimination in interpersonal situations can be understood as, or defined by, avoidance or distancing behavior.

In a Friday Forum sponsored by the Sarah Doyle Center, Dr. Lott presented the results of a laboratory demonstration she conducted at URI to observe avoidance behavior by men in the presence of women; she hopes to design other experiments to test the hypothesis that men (but not women) tend to avoid persons of the other gender in neutral situations. Her current studies indicate a lack of research in this area.

The major component of her project will get underway this spring when thirty five observers, selected from a class of social psychology students, will monitor prime-time television programs which appeal to junior-high-aged children. The monitors will be trained by Dr. Lott and given categories of behavior to look for. Each monitor will be asked to watch two or three different programs, sampling many characters and situations. Dr. Lott is interested in how interactions between women and men are presented on the television screen and how closely these behaviors represent real life situations.

Although monitoring the behaviors of television characters may prove to be difficult, Dr. Lott believes that her research is important because of the many women who attest to having experienced discrimination on an interpersonal level. Her research may validate these experiences, as modeled by fictional persons in the media.

Deborah Van Broekhoven is working on a monograph entitled "Abolitionists Were Female: Rhode Island's Women Organize against Slavery." Past researchers have relegated women to minor roles in antislavery movements on the assumption that women were anonymous and

thus too difficult to trace in historical records. Working at the John Hay Library, specifically with the Sidney Ryder Collection and the Baptist Collection in the University archives, and at the Rhode Island Historical Society, Dr. Van Broekhoven has been able to trace many Rhode Island women involved in anti-slavery activities. Her study looks in depth at the Kent County women who were members of the Kent County Female Antislavery Society. Using records of this society, in conjunction with genealogical records, census and tax records, and church records, she has identified members and shown the significant role these women played in antislavery reform. Although men frequently played the more public political roles, representing both male and female societies at state conventions, petitioning and fundraising were common "women's" activities; Providence women, for example, held a very large annual antislavery bazaar to raise funds. In order to further study petitioning activities, Dr. Van Broekhoven will spend time at the National Archives, where petitions from Rhode Island are housed. Her study will also take her to North Carolina, where she has traced a Rhode Island woman who went there to teach in a Quaker school.

Dr. Van Broekhoven believes that her Rhode Island case study will provide a model of how antislavery reform worked, as well as a detailed study of grassroots female abolitionists, including the relationship of these local women to abolitionist activity in their community, state, and nation. Noting the relationship between male and female reformers it will provide a complex model of the networks through which antebellum reformers operated. And it will take another look at the churches' involvement in the antislavery campaign. In all areas of this study the importance of women in the abolitionist movement will be demonstrated.

FIRST ANNUAL PEMBROKE CENTER LECTURE

On Wednesday, April 16, Dr. Paula J. Caplan will present a talk entitled "The Myth of Women's Masochism." Dr. Caplan, a psychologist at the Ontario Institute for Studies in Education, has a Bachelor's degree from Radcliffe and an M.A. and PhD from Duke University. In her most recent book (same title as her talk), Dr. Caplan discusses the impact of the myth of masochism in every aspect of women's lives and calls for a revolution in the way that psychiatry and society perceive women and the way women have come to perceive themselves.

8:00 p.m., List Auditorium. Reception following lecture. Put this date on your calendar.



Chela Sandoval from Santa Cruz (left) and Lydia English from Yale, two graduate students attending the Women and Development Workshop, January 16-17.

Fall Alumnae Forums

The first Alumnae Forum took place on October 18 with a panel of Brown women graduates discussing career options in advocacy work. *Jane C. Smith '46*, Associate Executive Director of the South Norfolk County Association for Retarded Citizens, began as an advocate for mentally retarded children with a small group of volunteer parents. She has been instrumental in developing this volunteer group into a comprehensive service organization with a paid staff of over one hundred. *Professor Laura Fishman '59*, Department of Sociology at the University of Vermont, specializes in criminology. With extensive experience as a researcher and teacher emphasizing problems of black youth and women, Dr. Fishman tries to stimulate her students to become advocates for those in need. *Sheryl B. Chapman '71*, has worked for many years as an advocate for children and their families, as a teacher, consultant, director of clinical services at Children's Hospital in Washington, D.C., and a member of various boards and commissions. She recently took a position with the Child Welfare League of America.

On November 8 there was an informative panel discussion by three women scientists exploring the opportunities for scientists in industry. All had gone on to earn PhD degrees after Brown, and all agreed that advanced degrees are important in their fields. *Julianne Prager '46*, has advanced at the 3M Company in St. Paul, Minnesota, from a beginning research chemist to the highest placed

woman in the company, Executive Director of Corporate Technical Planning & Coordination. *Kristin Rohr '77*, a senior research physicist at ARCO Resources Technology in Texas, spoke of the many opportunities in a large oil company. With a background in geology and marine geophysics, she has traveled extensively to conduct research for the company. *Susan Slusky '71*, a physicist, works at AT&T Bell Laboratories in New Jersey in device research. One aspect of her work which she particularly likes is the ability to combine both academic and applied research. In addition, Dr. Slusky has combined her career with the raising of three children.

The forum on November 22 featured careers in newspaper journalism. *Amy Goldstein '79* works for a major urban newspaper, *The Baltimore Sun*, while *Linda Daniels '84* is a reporter for the *Southbridge News*, a small newspaper with a circulation of 7,000. Common themes – work hard, learn quickly about things you previously knew nothing about, develop trusting relationships in a new community – were evident regardless of newspaper size. Ms. Daniels' beat is the town of Sturbridge and she covers all aspects of town life; Ms. Goldstein, on the other hand, is assigned specific beats such as the courts, education, planning and land use, within the city of Baltimore.

As these short reviews suggest, the Alumnae Forums continue to be one of the Center's most popular and rewarding programs. Because they are so rich and because many Associates have expressed interest in them, we are beginning a new publication which will highlight selected forums, giving a closer look at the programs than we can give here. We will send you the first edition within the coming months.

Joan W. Scott joins Institute for Advanced Study

In July, Joan Wallach Scott took a position as Professor in the School of Social Science at the Institute for Advanced Study. Located in Princeton, New Jersey, but with no formal connection to the University, the Institute has a small permanent faculty organized in four schools (Mathematics, Natural Science, Historical Studies, and Social Science). Joan will join three others in the School of Social Science: anthropologist Clifford Geertz, political economist Albert Hirschman, and political theorist Michael Walzer. She is the second woman ever to hold a professorship in the Institute for Advanced Study; the first was Hettie Goldman, a classicist who was appointed in 1934.

The Institute is a research center; its purpose is to promote and support research and writing. In addition to its regular faculty, each school invites scholars to spend a year in residence pursuing their research and writing. (Joan was a year-long member in 1978–79.) Scholars meet in seminars and informally to discuss work and exchange ideas.

Joan has several projects underway. One involves the compilation of a number of essays she has written during her years at the Pembroke Center on



Joan W. Scott

"Women's History as Women's Education." Her major project is the completion of a book on gender and class in the nineteenth-century French labor movement.

The Institute for Advanced Study is the oldest research center in the country. (Others are the National Humanities Center in North Carolina, the Center for Research in Behavioral Sciences at Stanford, and the Woodrow Wilson Center in Washington, DC). Founded in the early 1930's, the Institute housed academics fleeing Nazi Germany including, most notably, Albert Einstein. The school of Social Science is the newest school, founded in the early 1970's.

Joan was Nancy Duke Lewis University Professor and Professor of History at Brown since 1980 and Director of the Pembroke Center since its founding in 1981. The University will certainly miss having her as a creative and generous member of the faculty. Happily for the Pembroke Center, however, close contact will continue. Joan Scott remains Acting Director of the Center during the current academic year and will then become Chair of the Center's Advisory Board. We look forward to many years of exciting collaboration with her.

New Nancy Duke Lewis Professor Named

The new recipient of the Nancy Duke Lewis Chair is Naomi Schor, professor of French Studies. Professor Schor received her bachelor's degree from Barnard College and her doctorate from Yale University. A member of the Columbia University faculty before coming to Brown in 1978, she has received numerous fellowships and awards and is widely respected for her scholarly work.

Not only is Professor Schor well known in the areas of French studies and literary criticism but also in the field of women's studies. Her first book, *Zola's Crowds* (Johns Hopkins University Press, 1978), is an illuminating study of the French naturalist novelist, Emile Zola. In the fall of 1980 she brought critical attention to Brown with an international symposium on "Flaubert and Postmodernism," for which she obtained funding from the National Endowment for the Humanities. The proceedings of that conference, edited by Schor and Professor Henry Majewski, were published in 1984 by the University of Nebraska Press. The following year Naomi Schor's book on feminist criticism and theory appeared: *Breaking the Chain: Women, Theory and French*



Naomi Schor

Realist Fiction (Columbia University Press, 1985). That book has provided something rare and much needed in feminist literary studies: a collection of essays which explore some of the most sophisticated and difficult theoretical questions facing feminist critics today, and which do so with elegance, wit, and great originality. A fourth book, *The Sublime Detail: From Reynolds to Barthes*, is forthcoming.

During the spring semester of 1985–86, Professor Schor will be at the University of California at Berkeley where she was invited to spend the semester as a visiting faculty member. She will return to Brown in June to direct a National Endowment for the Humanities Summer Seminar for College Teachers on "Women and Representation in Nineteenth-Century Fiction."

In her years at Brown, Naomi Schor has been an active member of the community. In addition to her departmental duties and her general faculty service, she serves on the Women's Studies Faculty Committee; she regularly offers courses in feminist literary criticism; and in 1983–84 she was a faculty fellow with the Pembroke Center Research Seminar.

As Nancy Duke Lewis Professor, Naomi Schor will have special responsibility for the continued development of women's studies research at Brown and will work with the new Pembroke Center director and with the associate director to ensure the continuing success of the Center.

Jean Howard Chairs Council

The chair of the Pembroke Center Associates Council for 1985–86 is Jean Howard. It is especially fitting that Professor Howard hold that position in view of her strong support for women's concerns at Brown over the last decade. From 1974 to 1981 Jean was a member of the Board of Trustees. During that time she chaired the Corporation Committee on the Status of Women and, through her imaginative efforts, secured foundation funding for the now famous "Co-ed Report." Funded by the Ford Foundation and the Rockefeller Family Fund (with additional conference support from the Carnegie Foundation), the study examined how coeducation was working at Brown in the late 1970's, comparing other schools, both coeducational and single-sexed. Anyone who has read the published report, *Men and Women Learning Together: A Study of College Students in the Late 70's*, knows both how illuminating the study is and how important Jean's final summary report has been for the continuing development of a healthy coeducational environment at Brown.

Jean Howard received her A.B. degree from Brown in 1970. Following graduation she went to London where she received a Master of Philosophy degree from University College, the University of London, and acquired an intense interest in British theater. She received her Ph.D. in English from Yale in 1975 and joined the faculty of Syracuse University the same year. Her first book, *Shakespeare's Art of Orchestration: Stage Technique and Audience Response*, was published in 1984. In it she examines how Shakespeare's plays were crafted for presentation before a

Renaissance audience. She found a whole repertory of techniques used by the theater of the period and presented an interesting new way of understanding Shakespeare in the context of his age. Jean's next book will examine the political uses of a discourse of theatricality in the English Renaissance culture and include a study of the role of theatricality in Renaissance constructions of gender differences. She will continue research on this work this spring at the Folger Library in Washington as a Senior Folger Research Fellow.

At Syracuse, Jean teaches a variety of courses in drama, Renaissance literature, and literary theory. She is an active member of her community and recently chaired the Syracuse Faculty Council – the youngest faculty member and first woman to do so. As chair of Pembroke Center Associates Council, she is providing energetic and creative leadership for the activities of the Associates and the Center. Under her leadership the Board is making far-reaching plans for the continued development of the Pembroke Center. We are indeed fortunate to have her with us.



Jean Howard

BOOK REVIEW

Myths of Coeducation: Selected Essays, by Florence Howe, Indiana University Press, 1985. 306 p.

Florence Howe was a teacher most of her adult life. Her teaching experience in a Mississippi Freedom School challenged her to open the classroom to a sharing of ideas, even untested ones. Having thus learned the importance of asking both answerable and unanswerable questions, she was prepared for the women's movement.

During the last twenty years she became a writer and a scholar. Her essays in this volume, however, clearly illustrate that she never ceased being a teacher, for she eloquently responds to the demands of a women's movement that touched the American campus in the late sixties.

By exploring the major ideas of coeducation Howe reveals a central myth – namely, that if women are admitted to men's education and treated exactly as men are, then all problems of sexual equity will be solved. The myth, however, assumes that the major problem for women is "access" to what men have, and it continues to ignore the content and quality of what women may gain access to. Unfortunately, it has taken more than a hundred years of higher education for women to see that the education they acquired sitting beside men in coeducational classrooms prepared them for domesticity, while it prepared their future husbands for professional training and paid employment.

A major theme underlying many of the essays is the maleness of education. Satirically Howe asks, "Can you imagine a boy asking to be allowed to sweep the floor in the doll-house corner, or to be allowed to rock the cradle? And yet we all know little girls who have wanted to play with the rocket toys or learn the rules of regular and not girls' softball."

While coeducation opened doors to women, those doors were, and to a significant extent still are, different from those open to men. However, by revisiting the myths of coeducation, the author offers a volume of essays that continues to debate the women's question with the hope that it will encourage teachers, students, schools, parents, publishers, and policymakers to find new terms in which to envision the future.

Reviewed by Dr. Hilda Calabro, '45,
A.M. '50, Ph.D. '65

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The Way We Were: Brown Women From 1905 to 1940

Ruth Wade Cerjanec '33

Nancy Duke Lewis Professor Joan Scott began the Oral History Project in an attempt to reorganize and enrich the Pembroke College archives in the John Hay Library and to supplement the year-books, scrapbooks, letters, and other holdings there. Professor Scott reported excerpts of the oral histories to Pembroke clubs and gave a forum at the 1983 commencement. We felt that those alumnae who did not attend her talks and forum might be interested in reliving their college days through the reminiscences of other alumnae. This article is not an attempt to cover all aspects of life in the Women's College or at Pembroke from 1905 to 1940; but it does try to highlight features of a life during those years that was completely different from college life today.



Dormitory life in the Twenties.

Why Brown?

Many of the women attended Brown because it was an Ivy League college; because they had always expected to go to Brown; or because it was a family tradition.

"My father was a Brown professor and all six children went to Brown. In those days a professor's children did not get free tuition." '14 alumna

On Tuition at Brown:

In the 1910 period there was a three-term system. Tuition was \$86 per term. Later the semester system was adopted. Some girls waited on tables or worked in the library as part of their tuition.

In the twenties tuition costs were financed partly by housework and child

care. Tuition was \$350 per year then. In the thirties, a student was asked to leave, as her job of cleaning downtown offices at night was not in keeping with her status as a Pembroke student. She refused.

On the Curriculum:

Everyone recalled that there was a core curriculum during the first two years: English, math, foreign language, science and history; and that the last two years were devoted to a major. Everyone, however, wanted to tell of their gym classes and their chapel requirements.

In 1914 the gym curriculum consisted of indoor tennis in the gym, which was the all-purpose room on the top floor of Pembroke Hall – the room which also served as the chapel and the library. They exercised with Indian clubs; they marched and danced and played basketball.

In the twenties gym took place three times a week in Sayles gym, and students were allowed three cuts per semester. If you overcut, you had to make it up in order to graduate. In the thirties gym classes were fifty minutes long, including the time for dressing for the gym class, showering, and changing into clothes for regular classes.

Chapel was required every day with three cuts per semester, and attendance was taken by a paid student proctor.

When it came to academics, women students were outstanding: "I remember when the time came for the junior and senior elections to Phi Beta Kappa, our class had too many possible candidates and the men's college didn't have enough to fill their quota. The Women's College did keep very high standards." '21

On Extracurricular Activities:

Life was full of opportunities in student government: Christian Association, press club, Q-club, and Komians, the drama group. Tea dances, all-college dances, and proms were there for the women in the twenties and thirties, but the women of the period before 1920 had one dance per year. They could also dance off-campus twice a week by taking lessons at Froebel Hall.

On Professors and Deans:

In the early years, the favorite professors were Johnny Green in Latin, Harkness in Greek, Langdon in French, and Crosby in English. A favorite professor in the twenties and thirties, was Ben Clough, whose wife used to invite the women to their home for tea.

There was only one woman professor in the twenties and thirties, Dr. Magel Wilder, who taught biology. "Women became *teachers*; men became *professors*." '29

Deans were another story: "We considered the dean very cruel when she abolished sororities. They were a comfort and a stimulation for the girls, who often felt lonesome. Some of the professors refused to teach girls and so the sorority friends were a stabilizing influence." '09

"There was a question as to whether the dean was liked. One did not get to know her. One year she announced that she was abolishing sororities. It was a blow to many." '14

"My feeling about our dean is not a very pleasant memory. She did not have any rapport with the students." '28

"Some of my classmates said 'I don't know what you see in the dean.' They didn't care for her but that was because they did not know what she had done for me – helping me to get financial assistance for medical school." '28

"Our dean was haughty and unapproachable. If one had a problem, one went to Miss Moor in the admissions office. There was no counseling on job goals and no help in getting a job. If times had been different, I might have become a doctor." '31

"The dean was patrician and awesome. You did not cross her." '38

On Brown Men:

During the early years, the women students were not welcomed by the boys; but the administration kept trying to include women in various projects. *Liber Brunensis* material was supposed to include the women but the material was so poor that the women decided to edit their own yearbook – the first one in 1909. The boys tried to make fun of the book. Some of the boys who went to high school with me would not speak to me and other women at college." '09

"We did not see many Brown boys and we had nothing to do with them. At commencement we were never allowed to march with the men. The senior girls had to walk down Angell Hill and girls got their diplomas first." '14

On Dress:

One day in chapel the dean talked about wearing middie blouses. She gave us the impression that she was trying to say that it made us look pregnant. Of course, in those days she did not use the word 'pregnancy.'" '21

"When we went over to the Hill, we wore hats, coats, gloves and overshoes – the time of the flip-flop overshoes with buckles." '22

"We wore cloth hats and short dresses. At least, after the twenties, the rule about wearing hat, gloves, and veil to the Hill was rescinded, but not to downtown – except for the veil!" '28

"Dorm girls wore saddle shoes and sweater-and-skirt outfits, very informal.

City girls wore hats, coats, gloves and carried handbags. We never questioned the fact that we had to wear caps and gowns in chapel all during our senior year." '33

On Social Life:

"The dean abolished sororities. When a girl was being initiated, she slipped on the stairs and was slightly hurt. The dean took that opportunity to abolish the sororities summarily. However, the girls kept one of the sororities, Alpha Beta, unofficially, off-campus in the Handicraft Club." '09

"There was plenty of bootleg liquor around in the twenties, but you had to be pretty smart about what you drank. A boy I knew went blind from drinking the stuff. There were plenty of 'blind pigs' – speakeasies off campus, and you had to have a password to get in. Sometimes they got raided." '28

"We danced the Charleston but not when the patroness was around. There was plenty of money around because of the stock market." '28

"Some girls dropped out to marry. If they did not, they were expelled. Several couples married secretly so that they could get their degrees. One of our teachers was fired because she married. Pregnant girls, of course, left school." '29

"In Alumnae Hall, we never walked on the hardwood floors, since the chapel floor was covered with a tarp except for dances. The Crystal room was used for high teas, the dean's musicales and other special occasions." '33

On Dorm Girls VS. City Girls:

In 1905 the dorm was on Benefit Street. The twenties dorms were East House, Miller, Metcalf, and Sharpe House. City girls outnumbered dorm girls three to one. One dorm girl commented:

"We thought that the day-students were not active athletically or socially, but they were more studious. They ate their bag lunches in the basement of Pembroke Hall." '28

"The dorm girls and city girls did not get together very much during college but have gotten to know one another at class reunions." '38

"City girls had a better time of it after Alumnae Hall was opened. We had a cafeteria where we could gather to eat and chat. But we did miss many of the

evening programs and activities that the dorm girls could profit from because of our time spent in commuting." '38

On Sex Education:

"Biology was taught by a woman professor because it was thought inappropriate for a man to teach about the reproductive system!" '29

"After the sex lectures were over, you still had no idea of what sex was all about!" '31

On Racial Prejudice:

"I have never been able to accept racial prejudice. I used to walk to class with a colored girl. I remember one day she said to me 'Oh, things are awfully hard for colored people. I wish I was Jewish.' And at that time it wasn't so easy for me – a Jew." '21

On Our Feelings about Brown:

"We felt superior to the women in other colleges because we were a coordinate college. We had our own college, but also we had the faculty, labs, libraries and degrees, the same as the men of the university." '29

"We felt that we had the best of both worlds: a coordinate college, with the advantages of Brown University, and the opportunity for leadership training: editor of the yearbook; editor of the newspaper; president of student government; club president; and other jobs." '33

On Attitudes Then and Now:

"Women in the twenties thought more of getting married and raising a family than of a career." '28

"We became teachers and social workers. You had a choice: have a career in a very few professions or marry and have children. Also we were work-ethic oriented probably because of the Depression. We never questioned any of the rules. We were not as aware of the world as are the young women now. We were not as mature. We lived in an ivory tower and were one big happy family." '33

Ruth Cerjanec's report on the oral history project covers interviews taped through 1982 and the emphasis was on women from the early classes through the 30s. In November, 1985, a new group of interviewers was trained by Polly Kaufman '51, and these young women began taping interviews during their university break (December 21–January 22); fortunately they spent their breaks in various parts of the country and we were able to interview women from as far away as California. If you would like to have your reminiscences of Brown or Pembroke become part of the permanent Christine Dunlap Farnham Archives in the John Hay Library, please let us know. Interviewers and interviewees find the experience stimulating and rewarding.

Ethel Nichols Thomas

Doris H. Stapelton '28

Not all oral histories are taped by appointment. Sometimes one just happens. Last fall, Ethel Nichols Thomas '34 sold her home of the past forty years to move from the Atlantic Coast to the Pacific. In the process of closing that house she discovered documents long filed away and books acquired throughout her career. What to do with them? Neither the papers nor the books were deemed to be of much interest to an only son. What about the Pembroke Center? Might the materials be of value and use in its projects? She decided to pack them up and send them to the Center; she then stopped in to introduce herself to the staff when she was in Providence to attend a high school reunion and to say goodbye to her many friends in the area.

When she arrived on campus, Joan Scott was also packing to go to her new position in the state Ethel was leaving, to the very campus Ethel knew so well as a faculty wife. It seemed an opportune time to tape an oral history and this was done.

My experience with oral histories has been limited. Back in the early sixties we, the alumnae, were discussing program possibilities as we planned to celebrate the seventy-fifth anniversary of the founding of Pembroke College. The celebration was to follow on the heels of Brown's bicentennial and so there were certain limitations. A series of teas was held at Alumnae House (now the Sarah Doyle Women's Center); invitations were issued to alumnae according to decades. From these gatherings much was learned of the early development of

the Women's College and the constant uphill battle of the women for recognition and equal participation with the men in all aspects of the university. Unfortunately these conversations were not taped and now most of the older alumnae of classes of 1905 to 1915 are no longer living. Much of the material, however, was used by Grace Hawk '17 in her *History of Pembroke College* and the seventy-fifth anniversary show *Protestations of Glory*; copies of both are in the archives.

Ethel Nichols Thomas entered Pembroke College in Brown University in the fall of 1930; a city girl, she commuted from her home daily (in the early thirties the majority of Pembroke students were commuters). In many ways going to college for a commuter was like a continuation of high school. Ethel majored in biology. After graduation she enrolled in graduate school at Brown to get a master's degree in English and Education which was awarded in 1938. During her graduate study, student teaching was done at her alma mater, Cranston High School. But her great desire was to be a dean; her role models had been the dean of girls at Cranston High and Dean Margaret Shove Morriss. It was the latter dean who was instrumental in Ethel receiving a full fellowship to Boston University, where she became a candidate for a Ph.D. in English. In one year she completed the Alice Freeman Palmer Course for Deans.

At the end of the course Ethel was offered a position to teach in Kobe, Japan. (Can you imagine what questions this offer must have raised in the mind of a

young woman whose moving to Boston had been a first move away from home and family?) She did not go to Japan, for having always had an "open mind and an open suitcase," she had a second offer to go to the American College for Girls in Istanbul, Turkey. There she became an instructor, then assistant professor of English Literature, Composition and Language for four years. Because of the war conditions in 1944, when she left Turkey it took three months to get from Turkey to the United States. On returning home she went to the Women's College of Middlebury in Vermont as dean of freshmen, director of admissions, and director of Hepburn Hall where she stayed for one year. She left to get married; she had met her future husband, Lewis V. Thomas, at a picnic on an island in Turkey in 1942. Professor Thomas was a linguist and historian. Ethel and "Tommy" returned to Turkey where their son was born a year later.

It was Ethel's stated intention that "there would be only one career in the Thomas family." This was in 1945. But in 1950 she was again teaching full time: one year at Rider College and then at Princeton High School, Princeton, New Jersey, where she stayed until 1983 as teacher, college counselor, and guidance counselor.

You will remember that in 1938 Ethel had enrolled at Boston University as a candidate for a Ph.D. in English but that her plans had been changed by the exciting offers she had received, one of which she accepted. In 1952 she resumed her quest for a doctorate and continued studying until 1965. When she again enrolled in 1971, this time at Rutgers University's Graduate School of Education, she had to start over. Her advisor insisted she "prove herself by getting good grades in Sociology, Philosophy, and History of Education." (The last subject she was taking for the third time). She proved herself and received her D.Ed. in 1979. Her dissertation was on Mary Mills Patrick and the American College for Girls at Istanbul in Turkey. Patrick was a "little known and much neglected modern educator, liberated long before women's liberation."

As a member of Ethel's generation, I can appreciate what reactions there were to her decision to leave home to go to Boston and later to Turkey. I, too, was a city girl so that I was home practically every night except for special occasions when I was permitted to stay with a classmate who lived nearer the campus. The freedom my daughters and granddaughters and all young women have today was something neither Ethel nor I experienced. It is interesting that she received the most encouragement from her grandfather. Ours was an age when a college education for a girl was question-

ORAL HISTORY PROJECT PARTICIPANTS THROUGH 1982

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 Marjorie Phillips Burroughs '11
 Rowena Allen '14
 Marguerite Appleton '14
 Alita Bosworth Cameron '14
 Ruth Peterson '14
 Dorothy Beals Brown '18
 Rose Presel '18
 Edna Macdonald '19
 Ruth Peterson Watjen '19
 Gertrude Eisenberg Fageron '21
 Isabel Abbott '22
 Helen Thayer Paxton '22
 Kathe Liedke Beyer '28
 Grace McAuslan '28
 Alice Chmielewski O'Connor '28
 Sarah Mazick Saklad '28
 Kathryn Lichty Shaal '28

Doris Hopkins Stapelton '28
 Alice Lippman Sutton '28
 Ethel Humphrey Anderson '29
 Marjorie Chittenden Leonard '29
 Jeannette Black '30
 Dorothy Hill '30
 Mary Banigan '31
 Esther Snell Dick '31
 Rose Miller Roitman '31
 Katherine Perkins '32
 Ruth Wade Cerjanec '33
 Mary Manley Eaton '33
 Elizabeth Partridge Green '33
 Katherine Hazard '33
 Beatrice Minkins '36
 Eleanor M. Addison '38
 Josephine Russo Carson '38
 Virginia Macmillan Trescott '38
 Elizabeth Goodale Kenyon '39

able, for what benefit was all that book learning for a girl!

Ethel chose teaching because she truly wanted to teach; it was not a stopgap before marriage as it was for many women of the time. In the 1930s teaching after marriage was impossible. During the depression years, marriage was a letter of resignation from a teaching position, and there were rarely two careers in one family. The principal's remarks to Ethel when she told him she was accepting the fellowship in 1938 were interesting. He said, "Is it advisable for you to give up a sure thing? With a salary of \$900 a year you can do very well by living at home." On the other hand there was Dean Morriss, who was ever ready to open doors which had been traditionally closed to women.

At Boston University and Harvard Summer School Ethel met other women who helped broaden her horizons. Among them was Ethel Stedman, who was director of the Appointment Bureau at Radcliffe and who influenced her in many decisions. Courses in continuing education for women and counseling of girls and women gave young Ethel Nichols background for the career she had chosen.

If going to Boston had been a big decision, how much greater was the one to go to Turkey. What a word picture Ethel paints in her description of taking leave of her family at the train station in Providence as she boarded the midnight sleeper to

New York, the first lap in her journey to Turkey. At the American College for Girls, Ethel's contacts with Turkish girls and women were not limited to the classroom. She was governess and companion to a Turkish girl for a time and one summer directed a camp for the YMCA attended by individuals of ages six to sixty representing fifteen nationalities. These contacts provided a continuing learning experience especially because of the completely different cultures from which the women came.

In the oral history tapes Ethel tells about the varied volunteer activities which have always been an important part of her life. She was interested in the YMCA, in leadership roles, not only in Turkey, but also in Rhode Island, Belgium, and New Jersey from 1935 to 1979. She has always been active as a member and leader of many professional organizations. Her devotion to Brown and Pembroke has been expressed by outstanding service, including fundraising, to class, club, and Alumnae/i Associations.

In her many roles - wife (now widow), mother, grandmother, outstanding professional - Ethel is a truly liberated woman who now seeks new adventures in California. We can expect to hear more from her or about her at some future date.

Pembroke Center Associates, 1985-86 (through February '86)

We would like to acknowledge the following gifts to the Pembroke Center received since 1983:

From Carol R. Brooklyn '82 RUE in honor of Grace Glynn '36

From Barbara Grad Robbins '55 and James Robbins in honor of the marriage of Mr. and Mrs. Martin White

From the Pembroke Afternoon Reading Group in memory of: Dorothy Beals Brown '18; Esther E. Brintzenhoff '19; Helen Thayer Paxton '22

From the Pembroke College Class of 1954 in memory of: Emily Sammardino Iannuccillo; Joanne Alexander Bergen; Shirley Adams Hawley

From the Aronson Foundation Inc.

From Ethel Nichols Thomas '34, personal collection of books written by women

We also wish to thank warmly the Associates who gave to the Christine Dunlap Farnham Archives fund. The names of all donors will be listed in The Research Guide to the Christine Dunlap Farnham Archives.

CALENDAR OF EVENTS

SPRING '86

ALUMNAE FORUM SERIES

February 7: Lobbying as a Career

February 28: Opportunities in Social Work

April 11: The World of Public Interest Law

All Alumnae Forums are held on Fridays, 12 noon, in the Crystal Room, Alumnae Hall

PEMBROKE CENTER LECTURE

April 16: See details on page 3

COMMENCEMENT WEEKEND

Friday, May 23, 4:30 p.m.: A special program featuring selected reunioning women.

Saturday, May 24, 3:15 p.m.: Pembroke Center Commencement Forum with reception immediately following.

You will receive invitations to these events.

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(Continued on next page)

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